

****Draft 2-26-04 Draft****
GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS
Missouri Department of Elementary and Secondary Education

****References not included in this draft****

This Glossary provides definitions/elaborations for terms that are shown in bold type in the Communication Arts Grade-Level Expectations; these terms are underlined in this Glossary. The Glossary includes other terms in order to clarify important concepts in Communication Arts.

active-listening behaviors: actions that let the speaker know that you are listening
(make eye contact, nod your head, remain attentive, ask a good question, summarize, and offer a compliment or comment)

active voice: writing in which the subject of the sentence performs the action of the verb
(Writing is in the ***passive voice*** when the subject receives the action.)

affixes: one or more sounds or letters attached to the beginning or end of a word or base
(also known as *prefixes* or *suffixes*)

alliteration: the repetition of the initial sounds in neighboring words or stressed syllables
(e.g., “Lively Louis loves lilies.”)

analogy: an expression that shows similarities between two things
(Analogies deal with the “relationships between relationships.” For example: Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance. Typical analogies take the form of A:B::C:D -- read as “A is to B as C is to D.”)

analyze: to break something down into parts to examine its nature

antecedent: the noun that the pronoun refers to or replaces
(All pronouns have antecedents.)

audience/awareness of audience: writing for a specific purpose with a specific individual or group in mind
(e.g., parents, peers, or a group of people who share a particular view of life or opinion)

automaticity: automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice
(In the early stages of learning to read, readers may be accurate but slow and inefficient at recognizing words. Continued reading practice helps word recognition become more automatic, rapid and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)

author's purpose: the author's reason for creating a work
(*The purpose may be to explain or inform, entertain, persuade, or reveal an important truth.*)

author's style: *see style*

base word: a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity
(*e.g., "teach" in "re-teach" or "teaching"*)

bias: a mental leaning, inclination, prejudice, or bent

cause and effect: the connection between a cause (reason) and its effects (results)
(*A cause makes something occur; an effect is the outcome of the cause.*)

character development/characterization: the techniques an author uses to develop the personality of a character in a literary work
(*An author can give information about a character by describing several aspects of the character:*

- *Physical appearance and personality;*
- *Speech, behavior, and actions;*
- *Thoughts and feelings; or*
- *Interactions with other characters.*)

chart: something written or drawn that presents information in an organized, easily viewed form
(*A chart usually includes labels for clarity. This is a type of graphic organizer.*)

citation: in research writing, the way of acknowledging material borrowed from sources
(*See style manual.*)

classroom resources: reference materials including dictionaries, handbooks, thesauri, word walls, spellcheckers, glossaries, technological tools, etc.

clustering: a form of graphic organizer used to group ideas around a theme, characteristic, category, or word
(*Clustering is most often used as a prewriting activity to generate ideas, but may also be used to demonstrate understanding of reading. "Webbing" is a related term.*)

cohesive devices: elements that bind writing together as a whole
(*Cohesive devices may include a logical method of sentence arrangement; pronouns that refer to previous sentences; repetition of words, synonyms, or ideas to create an effect; parallel sentence structure; or transitional words such as "first," "last," and "also."*)

colloquialism: a common word or phrase that is used when people talk to one another
(Colloquialisms are usually not used in a formal speech. The use of colloquialisms brings fiction writing to life and helps the reader to get to know the character. For example, “How’s it goin’?” and “What’s happenin’?” are colloquialisms for “How are you?”)

compare: to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

complex task: work consisting of interconnected, involved, or complicated steps

concepts about print/conventions of print: the understandings an individual has about the rules or accepted practices that govern the use of print and the use of written language
(e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- case letters, spelling patterns, punctuation, etc.)

concluding sentence/closing sentence: the sentence that comes after all the details have been included in the body of the paragraph
(This sentence should try to do two things: remind readers of the subject and keep them thinking about it.)

conflict: the struggle or clash between opposing characters or opposing forces

- *In **external conflict**, a character struggles against an outside force. This outside force might be another character, society as a whole, or something in nature.*
- *An **internal conflict** takes place entirely within a character’s own mind. An internal conflict is a struggle between opposing needs, desires, or emotions within a single person.*

*(See **types of conflict**.)*

connotation: the attitudes and feelings associated with a word or idea as opposed to its dictionary definition
(e.g., The word “determined” differs from “stubborn” in its connotation.)

context/context clues: information from the surrounding text that helps identify or give meaning to a specific word or phrase

contrast: to explain how things are different.

cueing system: any of the various sources of information that may aid in the identification of an unrecognized word
(e.g., meaning/semantic; structure/ syntactic; visual/phonic)

culture: the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population
(As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)

declarative sentence/statement: a sentence that tells something
(It ends with a period.)

decode: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning
(To learn to read, one must learn the conventional code in which something is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)

decoding strategies: methods of translating symbols into words

description/descriptive writing: type of writing intended to create a mood or emotion, or to re-create a person, a place, a thing, an event, or an experience
(Description works by creating images that appeal to the sense of sight, smell, taste, hearing, or touch.)

diagram: a plan or sketch that shows individual parts and their spatial relationships to each other and/or to the whole
(e.g., directions for assembly – Diagrams are a type of graphic organizer.)

dialect: a representation of the speech patterns of a particular region or social group
(Dialect differs from the standard speech of a country in sentence pattern, vocabulary, and pronunciation. Writers often use the distinctive patterns of dialect to establish local “color.”)

directionality: ability to perceive spatial orientation accurately
(e.g., reading and writing from left to right and from top to bottom on a page)

draft/rough draft: a preliminary version of a piece of writing

draw conclusions: use of facts and inferences to make a judgment or decision.

enunciation: the clearness or crispness of a person’s voice
(If a speaker’s enunciation is good, it will be easy to understand each sound or word he creates.)

environmental print: print and other graphic symbols, in addition to books, that are found in the physical environment
(e.g., street signs, billboards, television commercials, building signs)

evaluate: to make a judgment of quality based on evidence.

exclamatory sentence/exclamation: a sentence that shows strong feeling, such as excitement, surprise, or fear
(It ends with an exclamation point.)

expository text/exposition: writing that explains an idea or teaches a process rather than telling a story, describing something, or arguing a point of view
(NAEP refers to this as informative writing. Forms of expository writing may include cause-and-effect essay, comparison-and-contrast essay, problem-and-solution essay, summary, and how-to instructions.)

fiction: imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe; (specifically, a type of literature that includes novels, short stories, plays, and narrative poetry)

figurative language: writing or speech not intended to be interpreted literally
(Figurative language is written or spoken to create a special effect or feeling. Examples include figures of speech such as simile, metaphor, personification, hyperbole, irony, paradox, and oxymoron.)

fluency: the ability to read a text accurately, quickly, and with proper expression and comprehension
(Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means.)

foreshadowing: the technique of giving clues to coming events in a narrative

formal business letter: letter that has a prescribed form, usually with six parts, and the purpose of which is to address personal or organizational business
(Types of business letters include letters of application, recommendation, request, opinion, complaint, and information.)

forms of writing: types of written work
(e.g., poetry, novels, essays, paragraphs, letters, summaries, etc.)

fragment: a group of words that is missing either a subject or a verb or doesn't express a complete thought

genre: a category of literature
(The main literary genres are fiction, nonfiction, poetry, and drama. The novel, short story, fantasy, folktale, fairy tale, fable, myth, science fiction, realistic fiction, and essay are examples of different genres.)

graph: something written or drawn that shows comparisons or relationships
(Common forms include bar graphs and line graphs. A graph is a type of graphic organizer.)

graphic organizer: a visual device for organizing information around a concept, theme, or topic
(e.g., *chart, cluster, diagram, drawing, graph, mind map, outline, Venn diagram, web, etc.*)

high-frequency word: word that appears many more times than most other words in spoken and written language
(e.g., *the, of, and, a, to, in, is, you, etc.*)

historic time frame: the part of the setting that has to do with the historical period of a literary work

hyperbole: an intentionally exaggerated figure of speech
(e.g., *I have told you a million times*)

imagery: 1. the process or result of forming mental images while reading or listening to a story 2. the use of language to create sensory impressions, as the imagery of the phrase *sweet sorrow* 3. collectively, the figurative language in a work 4. the study of image patterns in literature for clues to the author's deeper meaning

imperative sentence/command: sentence that tells someone to do something
(*It ends with a period.*)

independent reading level: the text level at which a student reads 96-100% of words accurately and comprehends 90-100% of the passage
(*The independent reading level is the level that a reader can read and understand successfully without help.*)

infer: to draw meaning from a combination of clues in the text without explicit reference to the text
(*For example, "The sky was dark and cloudy, so I took my umbrella." The reader can infer that it might rain even though the text does not say that.*)

information literacy: the ability to evaluate sources, and information in those sources, for accuracy and validity

instructional reading level: the text level at which a student reads 90-95% of words accurately with 75-89% comprehension
(*The instructional reading level is the level at which a student needs support from the teacher. This is the level where instruction occurs.*)

interrogative sentence/question: a sentence that asks something
(*It ends with a question mark.*)

irony: the contrast or discrepancy between expectation and reality -- between what is said and what is really meant, between what is expected to happen and what really does happen, or between what appears to be true and what is really true

- **Verbal** irony occurs when a writer or speaker says one thing but really means something completely different.
- **Situational** irony occurs when there is a contrast between what would seem appropriate and what really happens, or when what the audience or reader expects to happen is in fact quite contradictory to what really does take place.
- **Dramatic** irony occurs when the audience or the reader knows something important that a character in a play or story does not know.

jargon: the special language and terminology used by people in the same profession or people who share specialized interests
(For example, television and radio producers, physicians, and police often use jargon.)

key words: words and phrases used in the research process to locate appropriate information

main idea: in reading, the implicit or explicit message of a written work
(“controlling idea” is a related idea in writing)

media: multiple means of communication such as overhead transparencies, flip charts, audio tapes, books, newspapers, magazines, radio, television, movies, recordings, Internet, etc.
Three categories of techniques may be used to convey meanings in media messages:

- *Technical techniques, which include camera techniques, framing, depth of field, lighting and exposure, and juxtaposition*
- *Symbolic techniques, which refer to objects, setting, body language, clothing, and color*
- *Written techniques in the form of headlines, captions, speech bubbles, and language style.*

For instance, a journalist aiming at readers’ sympathy for an imprisoned political activist may choose to publish a photograph of the activist, crouched behind bars, next to a picture of a caged animal (making use of body language, setting, and juxtaposition) and anchor the picture to a caption that reads “CAGED!”

metaphor: figure of speech that makes a comparison between two unlike things, in which one thing becomes another thing without the use of the words like, as, than, or resembles
(e.g., *He’s a tiger. Love is a rose.*)

mind mapping: a form of graphic organizer that addresses the different modalities of learners by using illustrations, symbols, colors, and words to represent understanding
(Mind mapping may also be used as a prewriting activity.)

mood: the feeling created in the reader by a literary passage

multi-paragraph essay: an essay that contains an introductory paragraph, two or more paragraphs to develop an idea (body paragraphs), and a concluding paragraph

- **introductory paragraph:** *a beginning paragraph that introduces the focus of writing or a thesis statement*
- **body paragraphs:** *the middle paragraphs in an essay which develop the main idea(s) of the writing*

- **concluding paragraph:** *the last paragraph of an essay which restates or paraphrases the thesis statement found in the opening statement or which may sum up the writer's ideas*

narrative: the type of writing that involves the production of stories or personal essays
(Forms of narrative writing may include personal narrative, anecdotes, autobiography, short story.)

nonfiction: prose designed primarily to explain, argue, or describe rather than to entertain
(specifically, a type of prose other than fiction, including biography and autobiography)

nonverbal communication: communication without words
(e.g., a look on a person's face, a person's body language, or gestures)

note taking: the use of a system or graphic organizer to summarize the spoken or written word

onomatopoeia: the use of a word whose sound in some degree imitates or suggests its meaning
(e.g., hiss, clang, rustle, snap)

organizational strategy: a means or approach to organizing ideas and/or information
(Types of organizational strategies include outlines, graphic organizers, and charts.)

outline: an organized list of facts or ideas in terms of main points and sub points
(This organizational tool uses Roman numerals, letters, and numbers to order thinking, speaking, and writing.)

pace: the rate at which something moves
(e.g., the rate at which a writer moves the action or information; the rate a speaker uses in delivery; or the rate at which a reader adjusts to the difficulty of the material.)

parallel structure/parallelism: the phrasing of language so as to balance ideas of equal importance
(Parallelism may apply to phrases, sentences, paragraphs, or longer passages or whole selections.)

- *Parallel structure may be a series of words within a sentence that are grammatically similar in nature. For example: Our government is based on the belief "of the people, by the people, for the people."*
- *Parallel structure may be the use of a similar sentence arrangement within each paragraph of a multi-paragraph essay. For example: One topic sentence, three supporting sentences each one followed by an elaboration sentence, and a sentence to conclude.*
- *Parallel structure may be the use of a common framework as a means of addressing ideas within each paragraph of a multi-paragraph essay. For example: Each paragraph within the body will use the following framework to address ideas. First state the object. Then, describe its use. Next, give a brief history. Last, describe new uses for the object.*

paraphrase: rewording the meaning expressed in something spoken or written while retaining all the original ideas

personification: a figure of speech in which an animal, an object, a natural force, or an idea is given personality, or described as if it were human
(e.g., happy house)

persuasive writing: writing that seeks to influence the reader to take some action or to bring about change

(It may contain factual information, such as reasons, examples, or comparisons; however, its main purpose is not to inform, but to persuade. Forms of persuasive writing may include persuasive essay, advertisement, persuasive letter, editorial, public-service announcement, and position paper.)

phoneme: the smallest part of *spoken* language that makes a difference in the meaning of words

(English has about 41 phonemes. A few words, such as a or oh have only one phoneme. Most words, however, have more than one phoneme. The word if has two phonemes (/i/ /f/); check has three phonemes (/ch/ /e/ /k/); and stop has four phonemes (/s/ /t/ /o/ /p/). Sometimes one phoneme is represented by more than one letter.)

phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words

(An example of how beginning readers show us they have phonemic awareness is combining or blending the separate sounds of a word to say the word -- “/c/ /a/ /t/ is cat.”)

phonetic spelling: a stage of spelling development in which the speller records letters for every sound in the word

phonics: the form of instruction to cultivate the understanding and use of the alphabetic principle that there is a predictable relationship between phonemes (the sounds of *spoken* language) and graphemes (the letters and spellings that represent those sounds in *written* language) and that this information can be used to read or decode words

plagiarism: the act of using another writer’s ideas or words as if they were your own without giving credit

plot: the action in a story

(It is usually a series of related incidents, which builds and grows as the story develops. There are five basic parts or elements in a plot: exposition, rising action, climax, falling action, resolution.)

point of view: the vantage point from which a story is told

There are three common points of view:

- ***First-person***, when the narrator is involved in the action and refers to himself or herself as “I”

- **Third-person**, when the narrator is outside the action and refers to characters as “he” or “she”
- **Omniscient third person**, when the narrator knows every character’s thoughts

poise: the ability to project control of self and understanding of a topic

post-reading skills: strategies a reader uses to reflect on what has been read and to integrate new information with old information, as well as to evaluate the new material read
(e.g., using graphic organizers, making inferences, imaging, Question-Answer Relationship, evaluating, reciprocal questioning, and monitoring)

predict: to use knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

pre-reading strategies: activities that take place just before reading to activate prior knowledge and/or prepare students for reading
(e.g., looking at a book cover and the pictures, predicting, formulating question, and deciding how fast to read).

primary source: an original text or work
(It gives you firsthand knowledge -- knowledge that you get personally by observing or participating in an activity. A primary source can also be someone else who has personally acquired knowledge and then shared his or her expertise in an interview or a written piece such as a letter, article, etc.)

pronoun case: pronouns used as subjects, objects, or possessives.

propaganda techniques: Techniques used by speakers or writers to sway others towards a particular viewpoint, stance, and/or action
(Propaganda techniques include bandwagon, glittering generalities, testimonials, stereotypes, red herring, loaded words, etc.)

purpose: see *author’s purpose*

rate: see *reading rate*

read-alouds: prose or poetry that is read aloud
(Read-aloud materials are generally at a higher reading level than the listener would be able to read on his/her own.)

reading rate: the speed at which a selection is read and the manner in which it is read, depending on the purpose: skimming, scanning, studying, or reading for pleasure

reflect on a literary text: to think about and to speak or write one’s views in response to a text

reflective paper: written text indicating the writer's critical thinking about literature that has been read or material that has been written

(In the writing process, questions such as "What have you learned?" and "How could this be written differently?" are used to guide reflection.)

research plan: a multi-step sequential plan for research which includes surveying the available material, keeping source cards, taking notes, and synthesizing the materials into a paper or presentation

respond to a literary text: to express one's thoughts and feelings about a work to gain a better understanding of what the work is all about

(Responses to literature can be oral or written, formal or informal. Possible forms of responses to literature include literary analysis, retelling a story, reader's response journal entry, letter to an author, and critical review.)

résumé: an organized summary of the job applicant's background and qualifications.
(It lists the applicant's education, work experience, talents, skills, etc.)

retell: to give an account of a story read or heard

rhetorical device: a method used in writing or speaking in which language is used to influence or persuade an audience

rhyme: identical or very similar recurring final sounds in words within or, more often, at the ends of lines of verse

rhythm: 1. the pattern of recurring strong and weak syllabic stress in speech 2. a recurring emphasis in the flow of spoken or written speech; beat; cadence; as the rhythm of iambic pentameter 3. metrical form 4. the planned recurrence of a motif, as a symbol or theme, in literature or in other art forms

run-on sentence: a sentence that has two simple sentences joined without punctuation or a connecting word

secondary source: information that has been collected from primary sources

(Secondary sources include facts and dates that have been gathered from other sources and then compiled, summarized, and maybe even changed. Most magazines, newspapers, encyclopedias, and some other nonfiction books are considered secondary sources of information.)

semi-phonetic spelling: a stage in spelling development in which the spelling represents only the surface sound features of the word

(Only one, two, or three letters may represent whole words. For example, "ke" represents the word "cookie" and "bk" represents the word "book").

sensory details: specific details that appeal to the senses so that a reader may easily imagine how something looks, sounds, feels, tastes, or smells
(*Sensory details may be literal or figurative. They are also called descriptive language.*)

sentence structures:

Four basic sentence structures are possible:

- ***Simple*** sentence: a sentence with one subject and one predicate, as “The dog ate my homework.”
- ***Compound*** sentence: a sentence with two or more coordinate independent clauses but no dependent clause, as “George talked, and Harry listened.”
- ***Complex*** sentence: a sentence with one independent clause and one or more dependent clauses, as “I knew” (independent clause) “when you came in” (dependent clause).
- ***Compound-complex*** sentences: a compound sentence with one or more dependent clauses, as “Teachers speak and students listen” (compound independent clauses) “when both are motivated” (dependent clause).

setting: the time and place of action in a narrative

(In short stories, novels, poetry, and nonfiction, setting is generally created by description. In drama, setting is usually established by stage directions and dialogue. Setting can be of great importance in establishing not only physical background but also mood or emotional intensity.)

simile: a figure of speech in which a comparison is made between two unlike things using the words “like” or “as”

(e.g., “The ice was as smooth as glass before the skaters entered the rink.”)

slang: informal words or phrases used by particular groups of people when they talk to each other

(e.g., “chill out,” “hang loose,” “totally awesome”)

slant: the use of words to reflect a certain attitude, point of view, or bias, usually intentionally to influence a special audience

sound devices/sound symbolism: the use of sound for certain literary effects

*see **alliteration** and **onomatopoeia***

story elements: the basic parts of a story: plot and conflict, characters, point of view, setting, and often a theme

style: 1. the characteristics of a work that reflect its author’s distinctive way of writing;
2. the author’s use of language, its effects, and its appropriateness to the author’s intent and theme

style manual: a set of rules that systematically explains how to cite sources

[Major style manuals include MLA (Modern Language Association) and APA (American Psychological Association)]

stylistic devices: techniques of writing used by an author to achieve a purpose, such as word choice, sentence structure and length, the use of figurative language, repetition, symbols, dialogue, and imagery
see style

subplot: a brief story within the larger story
(The subplot is less important than the main plot. It might involve different problems, characters, or settings. Writers add subplots to increase readers' interest, to develop some characters further, and to add a second or third theme to the story.)

summarize: to make a brief statement or account of the main points
(Teaching students to summarize helps them generate main ideas, connect central ideas, eliminate redundant and unnecessary information, and remember what they read.)

summary: a condensed version of a story or reading passage that includes the main points of the beginning, middle, and end

supporting details: the details used in writing to prove or explain or describe a topic
(e.g., examples, anecdotes, facts)

symbolism: 1. the use of one thing to suggest something else; specifically, the use of symbols to represent abstract ideas in concrete ways. 2. the implied meaning of a literary or artistic work

synthesize: to reflect on a number of individual elements of a text and decide how they affect the selection as a whole
(Synthesizing is like gathering up the pieces of a puzzle and turning them this way and that way until you figure out how they all fit together.)

text features: elements of a book such as charts, graphs, footnotes, glossaries, indexes, maps, photos, illustrations, sidebar, pullout box, symbols and icons, color, table of contents, timelines, type style (fonts), titles and headings

Additional examples of text features for specific types of literature include

- *fiction: chapters*
- *poetry: stanza, rhyme scheme*
- *drama: acts and scenes, cast of characters, dialogue, stage directions*

theme: a central message, concern, or purpose in a literary work
(A theme can usually be expressed as a generalization, or a general statement, about human beings or about life. The theme of a work is not a summary of its plot. Although a theme may be stated directly in the text, it is more often presented indirectly. When the theme is stated indirectly, or implied, the reader must figure out what the theme is by looking carefully at what the work reveals about people or about life.)

thesis statement: an attitude or position taken by a writer or speaker with the purpose of proving or supporting it

tone: the author's attitude toward his or her material, audience, or both
(*Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.*)

topic sentence: a sentence that states the main idea of the paragraph

transitional spelling: a stage of spelling development in which the speller relies more on how words look than how they sound
(*The speller is beginning to move to alternate spellings for the same sound, and vowels are included in every syllable.*)

types of conflict:

Five different types of conflict occur in fiction:

- *Person against person (problem with another character)*
- *Person against society (problem with the laws or beliefs of a group of people)*
- *Person against nature (problem with a force of nature or some aspect of the environment, such as a blizzard, high winds, a mountain to climb)*
- *Person against self (problem with deciding what to do, think, or feel)*
- *Person against fate (problem that seems beyond the character's control)*

types of writing: writing named according to its purpose or function: narrative, descriptive, expository, and persuasive

These are also called modes of writing.

On the MAP test, narrative writing is assessed at the 3rd-grade level, expository writing is assessed at the 7th-grade level, and persuasive writing is assessed at the 11th-grade level.

The National Assessment of Educational Progress (NAEP) measures the writing skills of fourth-, eighth-, and twelfth-grade students. According to the NAEP Writing Framework, students should write for a variety of purposes: narrative, informative, and persuasive.

Venn diagram: a form of graphic organizer that uses overlapping circles to identify similarities and differences

verbal communication: the spoken part of a message

visualize: to picture the people, places, and/or actions an author describes
(*This is an active reading strategy.*)

vocabulary: the words one can understand and can use correctly

voice: a stylistic effect that allows a reader to identify a writer's personality through the written word; the feeling and convictions of the writer

webbing: a graphic organizer that may be used as a prewriting activity to generate many ideas around a concept, theme, or topic; a graphic representation of a student's understanding of his or her reading
(*"Clustering" is a related term.*)

workplace communication: writing done in the workplace: letters (application, thank-you, complaint, request, informative, promoting something), e-mail messages and memos (brief reminders, information exchanges, recommendations, announcements, thank-you notes), reports (summary report, proposals, minutes of meetings, research reports, progress reports, accident or injury reports, case studies), special forms (news releases, pamphlets, brochures, newsletters, advertisements, manuals)